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INTRODUCTION TO EDUCATION

A Report on Two Pilot Sections of a New Course in the Department of Education, September - February, 1957

Florence B. Freedman

Curriculum Report Number I
Sponsored by the
Office of Institutional Research,
Hunter College of the City of New York

April, 1957

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I. THE ORGANIZATION, AIMS, AND CONTENT OF THE COURSE

Two sections of a new course, Introduction to Education (15.36) were set up on a pilot basis in the fall semester, 1956, in accord with the vote of approval of the Department of Education in the spring of 1956. The instructors were Professor Marjorie Smiley and Dr. Francis Villemain; Dr. Florence Freedman was assigned to the course as evaluator. Each of the two sections of 32 students met twice a week with its instructor, and once a week in a joint session; seven of these joint sessions were addressed by the regular instructors and eight by guest speakers.* Some guest speakers were selected to present the contributions of particular disciplines to the study of education—as in the lecture on the effects of Supreme Court legislation on education, given by Professor Weintraub, Chairman of the Department of Political Science. In other instances, speakers spoke from the vantage point of first hand information of special aspects of education. The lecture by Professor Schueler on education in Germany, the lecture on Catholic parochial education by Dean Donnelly of the School of Education at Fordham University, and the talk on the responsibilities of teachers in suburban communities by Dr. McLeary, Superintendent of Schools of East Meadow, Long Island, were of this character. In addition to providing an opportunity for students to be exposed to a variety of points of view represented by guest speakers, the joint sessions were also an occasion for the instructors of the two sections to discuss

*See Appendix for General Session topics and speakers.

controversial issues with each other. Both instructors considered it desirable for students to observe their instructors examine points of agreement and disagreement and to participate in these discussions with them.

The text used was one especially prepared by Professors John Diekhoff and Marjorie Smiley to provide significant background readings in the major areas covered by the course: "The Role of the Teacher," "The Aims of Education," "The Clientele of the Schools," and "The Schools and Other Educative Agencies." The text was designed as a source book, containing expository and illustrative documents representing different periods, cultures, disciplines, and philosophic orientations.* Like the joint sessions and the sectional discussions, the readings aimed to present opposing points of view on recurrent educational issues, thereby encouraging students to begin to consider critically their own positions. A list of the authors in the section of readings on "The Aims of Education" indicates the range of viewpoints represented. In this section there are selections from Aristotle, Plutarch, Colet, Bacon, Luther, Comenius, Adam Smith, Franklin, Jefferson, Pestalozzi, Froebel, Horace Mann, Spencer, Cardinal Newman, Dewey, Kilpatrick, Hayes, Sheed, Pope Pius XI, Yosipov and Goncharov, Adler, Commager, The Educational Policies Commission of the N. E. A., and the Committee for the 1956 White House Conference on Education.

In connection with each of the major topics of the course, two types of questions were dealt with: those essentially factual, and

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*Copies of the readings are on file in the library, room 1106B.

those essentially normative in nature. For example, the readings, discussions, and lectures relating to "The Clientele of the Schools" called for a consideration of the factual answers to questions such as these: Who went to school in Sparta, in Sixteenth Century England, in Germany at the time of the Reformation, in the United States in 1800, after the Civil War, and today. Students were exposed simultaneously to lectures and discussions on such questions as the following: Is compulsory education justified as an instrument for the maintenance of the state, or as an agency for the development of the powers of an individual? Is compulsory education an infringement of the rights of the individual? What are the arguments pro and con on the education of children of different religious convictions in denominational schools? Census data, government documents, and research findings were complemented by polemical materials in the classroom presentations as well as in the readings. Student papers, assigned for each of the major topics of the course were also focused on issues, problems and questions. Students were urged to look at facts and questions as they may affect their personal plans, attitudes, and professional commitments.

In addition to class discussions, lectures, readings and papers, the course included five field observations arranged by the instructors for small groups of students. A typical series of field observations for a group is listed below:

1. A visit to an elementary school to observe the range and nature of the elementary school teacher's functions and roles. On this visit students noted the changing roles and activities of teachers from kindergarten through the intermediate grades; they observed teachers in the

lunchroom, in yard and hall duty, in assembly as well as in classrooms.

2. A visit to Hunter College High School to infer educational aims of a school and of individual teachers from the materials used and the methods employed in various classes.

3. A visit to a junior high school in a neighborhood of rapidly changing population to observe the school population. This visit included observation of Special Progress, CRMD, and Health Conservation classes. Students were thus able to see the types of exceptional children and the children of different ethnic and racial groups in attendance in metropolitan schools.

4. A visit to Lenox Hill Neighborhood House to observe the kinds of services to youth provided by non-school agencies in a community.

5. A visit to an open meeting of the Board of Education to observe the matters considered by the Board and to note the kinds of individuals and groups in attendance at such meetings and ways in which special interest groups are involved in public education.

Other groups made other visits, in each case however, with these five foci included. Each student submitted an individual report, using a specially planned observation form for each of her visits.* Students were encouraged to utilize what they observed in their class discussions and in their papers and final examination questions.

Students took a common final examination prepared by the two instructors and the writer.* The examination included 40 multiple choice questions and two essay questions which students were permitted to study in advance but which were answered during the examination period.

*See Appendix for field observation forms and final examinations.

II. STUDENT OPINIONS

After the course had been completed and students' grades had been registered, students submitted individual evaluations of the course. The evaluation questionnaire asked for student judgments on the value and difficulty of the course as a whole, for an opinion on the relative merits of the various components of the course—readings, discussion, lectures, and field observations—for student perceptions of the aims of the course, and finally, for suggestions for improving the course.

Course Evaluation forms were distributed to 60 students. (Four of the original group of 64 did not receive evaluation forms; they were ill or had withdrawn from college.) Fifty-six (93%) of the 60 questionnaires were returned. The summaries of student opinion and the student comments quoted hereafter are taken from these 56 completed questionnaires.

On the assumption that one measure of the degree to which a course achieves its aims is the ability of students spontaneously to state these aims in their own words, students were asked, "How would you state the objectives of this course?" The objectives of the course as formulated in the preliminary course plan approved by the Department of Education were as follows:

1. To help the prospective teacher understand typical, important, recurrent issues and problems of education relating to the aims of education, the school population, the teacher, out-of-school educative agencies, and the support and control of education.

2. To help the prospective teacher view American education today and his role and status as a teacher in the

perspective of historical, philosophical, and sociological backgrounds of education.

3. To help the prospective teacher decide whether he wishes to make teaching his profession and in what capacity he wishes to function by acquainting him with professional opportunities, situations, and requirements in different kinds of schools and at different levels of education.

Almost every student recognized all three of these aims as course objectives. Typical of students' statements are the following:

A sociology major, who is planning to teach in elementary school, stated that the aim was "to present to the student the philosophical, historical, and sociological aspects of education in our society as well as in European society. One of the most important objectives of the course appeared to be. . . that it attempted to indicate to the student the practical application of the theoretical aspects of education by way of the observations."

A home economics major planning to teach in elementary school wrote that one of the aims of the course was "to separate the ones that walk blindly into the field because they can't think of anything better to do from the ones who choose education honestly."

A music major, planning to teach in elementary school, saw the aim as "specifically to aid students in formulating and modifying ideas about education as a professional undertaking—the relationship of educational institutions to other areas, and how these areas affect or influence education."

An English major planning to teach in secondary school listed the aims as: "To promote (1) some really active thought about the field of education—what it requires, demands, and involves; (2) evaluation of yourself; (3) appreciation of the problems involved, extent of the field, and of the role of the teacher."

A history major, planning to teach in secondary school, said that the aims were: "(A) To show the different philosophical bases of education; (B) To acquaint prospective teachers with actual classroom situations; (C) To show what is expected of a teacher; (D) To acquaint one with the various agencies which influence and/or control the schools."

The chief emphasis in the students' interpretations of the aims of the course was placed on the understanding of the teacher's role. Other aims most frequently mentioned were the understanding of the historical and philosophical backgrounds of education and an understanding of issues and problems in the field. In only a few instances were students' perceptions of the course at variance with the intentions of the instructors. A few students thought that the course aimed, among other things, to present a systematic history of education or a systematic review of various positions in educational philosophy. These aims the instructors did not consider central to this course although content was often presented historically and dialectically.

The statements quoted above and others not cited reveal that insofar as a recognition of the aims of a course is related to their attainment--and it would seem to be one aspect of their attainment--the bases for a realization of these aims was established.

In responding to the question, "Have your ideas about your choice of teaching as a profession been modified or shaped by this course?" the students were actually giving evidence about the attainment of the third objective given above, viz.: "To help the prospective teacher decide whether he wishes to make teaching his profession by acquainting him with professional situations, opportunities and requirements in different kinds of schools and at different levels of education." In answer t- this question, 23 reported that their ideas about their choice of teaching as a profession had been modified or shaped by the course; 29 reported that their ideas had not been changed. Those whose ideas had

been modified or changed, stated the nature of the change as follows: they had received greater clarification of the concept of education and the teaching profession, a clearer picture of what is expected of a teacher and of the teacher's obligations to her pupil , greater insight into all aspects of teaching; realization of the importance of being a teacher, and of being a good teacher; greater understanding of moral and ethical problems in teaching, a realization of the influence of outside agencies on what the teacher can accomplish of the responsibilities of the teacher. One stated that the course had revealed some of the pleasanter aspects of teaching; another felt more sure about her choice of teaching as a profession. One student spoke of her doubts of her personal capacities in relation to teaching, yet felt more capable of self-evaluation than before; one decided that the job was too trying and anxiety-filled and that she didn't want it.

Quotations from the students' evaluations will amplify some of the points made.

> A home economics major who is planning to teach in elementary school wrote, "I still want to be a teacher, but I now feel the 'importance' that being a teacher entails. I realize the damage I can do if I am a bad teacher."
>
> A sociology major planning to teach in elementary school stated, "I still plan to make teaching my profession. This course has helped me understand the moral and ethical problems I will confront. I see the profession with its problems and rewards. I know now more clearly what this profession means to society, to the children, to our country."
>
> An English major planning to teach in secondary school declared, "I have doubts about it, feel it is more serious. The doubts concern my personal capacities or potentialities. I think they can be resolved only

by trying, but I feel more capable of evaluating myself, surer of what I believe a 'good teacher' is, what standards I would set . . . I have great respect and appreciation of the profession."

A humanities major who is planning to teach in secondary school wrote, "Many people in my family are teachers, and I thought for many years that I probably would be one too, not because I had a burning desire to do it, but because it seemed to be the most obvious profession for me (although no one put pressure on me). I just thought of it in a casual way as a means of earning a living. I had doubts about teaching from time to time, but never examined the pros and cons too carefully. I never thought of teaching as my true life work, although there are many teachers whom I admire. As a result of this course, I have decided that the profession requires more time and dedication than I am willing to give it."

A music major planning to teach in elementary school stated, " . . . I have come to believe more and more that truly it is the teacher's obligation as a professional person to join a group dedicated to the discussion and improvement of education . . . I had not thought about this facet of education . . . before taking this course."

"I now realize that a teacher needs a great deal of training and that her role in the life of a child is a very important one. This course has opened my eyes to the great responsibility that a teacher has toward her students and the community at large. It is indeed a moral undertaking."

A psychology major planning to teach at the elementary level wrote, "I am convinced now that the elementary level is ideal for me."

A French major planning to teach at the secondary level declared, "Before entering 15.36 I did not want to teach. I only took the course for the experience. Now I am undecided about becoming a teacher. The course has brought some of the pleasanter aspects of teaching to me."

A music major planning to teach at the early childhood level wrote, "My choice of the teaching profession has not been modified, but firmly shaped. After taking this course I am more sure now than ever before that I have chosen the right profession for my life's work."

A psychology major planning to teach in elementary school stated, "When I entered Hunter I decided to be a

psychologist--specifically, clinical, or to do research in experimental. However, I realized how long and demanding this would be and slightly doubted my ability and incentive to do this. Therefore, since I love children and school, for practical reasons I decided to minor in education. Since this course, together with Ed. Psych., are my first education courses . . . I can truthfully say I'm happy I'm minoring in education. Although my first love is psychology, I like education and teaching very much . . . This course gave me insight into all the aspects of the profession. I liked it because they were presented objectively. This course has definitely clarified my conception of education and the teaching profession."

A history major planning to teach in elementary school wrote, "I still plan to teach, but I feel that I have a clearer view of the demands put on the teacher and her moral obligation to her pupils and herself."

An English major planning to teach at the secondary level declared, "My ideas have definitely been modified. I question the ability of a new graduate to teach in the so-called problem schools at the secondary school level. One appears to have to be a disciplinarian and psychologist rather than a master of the subject. Is this why one goes into teaching?"

A home economics major planning to teach in secondary school stated, "Before taking the course I thought of wanting to be a teacher because I wanted to teach particular subject matter. Now I see teaching in a much broader sense and am more anxious to teach."

A sociology major planning to teach in elementary school wrote, "This course has shaped my ideas of the teaching profession considerably. I never realized the importance of the teacher's role in molding the minds and ideas of her students. I no longer regard a teacher as a glorified baby sitter, but rather as a person who plays a dynamic role in shaping and clarifying the ideas and problems of her students. I further feel that this course has pointed out the fact that education does not only mean teaching the typical child. In this connection it has indicated to me that education is one big door opening up into several avenues, such as . . . various categories of the exceptional child. In addition, I formerly believed that the contributions of the forefathers were unimportant. However, as a result of the course, I have learned that it is our job as educators to accept new ideas founded upon the old. I believe that this course has raised questions in my mind

> concerning education, such as the importance of moral and spiritual values, which I may have considered before, without having realized their actual importance in the day and life of a teacher."

One student felt that the course had made her change her earlier plan to teach the mentally retarded, another that it had aroused her interest in teaching the mentally retarded. These, together with other statements such as those quoted above, would seem to indicate that the effect on students' professional plans was in the direction of more knowledge of the profession, greater self-realization, and increased certitude about their careers in teaching.

Another question on the evaluation—"Have your ideas about education as a subject for academic study been changed as a result of this course?"--revealed partial attainment of the instructors' aims. Eighteen of the fifty students who responded to this question indicated that their views had changed; thirty-two reported no change of this kind. The direction of the change when it occurred was significant. Students stated that they had become aware that the field of education is vast, that educational aims deserve more attention, that many questions in education have not yet been answered, that some are open to debate, that the teacher's course of study must be continuous.

> One student wrote, "I found that the course was not what I had expected. It was the first education course I had ever taken, and I had absolutely no idea that there were so many issues involved in the field. I didn't realize that there were 'ethical and moral' issues, and that men like Dean Donnelly and Dr. Counts could hold such different points of view regarding the aims of education. That part of the course was unexpected but fascinating . . . "

Another wrote that the course was "deeper, more vital and interesting, and more creative," than she had expected. In one instance a student expressed an interest in further study of educational philosophy.

A number of the questions in the evaluation asked for students' opinions on the quality and value of the course as a whole and on the relative merit of the different kinds of experience included in the course.

TABLE I. STUDENT RATINGS OF THE FOUR COMPONENTS OF THE COURSE

Course Experience	very valuable	considerable value	little value	no value	no response
General Sessions	23	28	3	1	1
Class Discussions	14	34	8	0	0
Readings	14	20	13	7	2
Observations	44	8	4	0	0

As is indicated in Table I, a large majority of the 56 students who responded to the evaluation questionnaire rated all phases of the course of considerable value--or higher. Since graduates of the teacher education program in reports at conferences and in replies to questionnaires had repeatedly urged provision of opportunities for observation in classrooms prior to student teaching, it is not surprising to find that students rate the observation experiences in Introduction to Education so highly. Indeed, as will be shown in the subsequent discussion of student suggestions for the course, there was a widespread desire for

more frequent field observations than the five included at this time.

In order to secure students' judgment of the value of the course as a whole, they were asked, "Would you recommend this course to prospective teachers?" The response to this question showed almost unanimous approval of the course. The 56 replies were distributed as follows: "Yes"—53; "No"—1; "Yes" with qualifications—2.

Student approval of the course is especially noteworthy in the light of the answers to a question about the intellectual demands of the course as compared with those made by other courses at Hunter College. Students were asked to compare Introduction to Education in this respect not only with education courses but also with courses in other departments.

TABLE II A. STUDENT RATINGS OF THE INTELLECTUAL DEMANDS OF THE COURSE

	Section 1 n=28	%	Section 2 n=28	%	Both Sections n=56	%
"As demanding as the most demanding courses at Hunter"	2	7	2	7	4	7
"More demanding than most"	11	39	22	79	33	59
"As demanding as most"	12	43	4	14	16	29
"Less demanding than most"	3	11	0		3	5

The 56 students who made this evaluation represented a wide range of ability, academic achievement, and major fields. Composite entrance scores were available for 52 of the 64 students enrolled in the course; 6 students were admitted with advanced standing; no composite scores were found for the remaining 2 students. The range of scores for the 52

students for whom this information was available is from 1485* to 1817; the median for this group was 1696. The range of achievement based on the general index for the semester preceding their enrollment in Introduction to Education for the students for whom this information was available was also extensive. General indices were available for 55 and ranged from 1.3 to 3.9; the median index was 2.7.

Of particular interest is the comparison of the judgments of students whose indices were 3 or above with those whose indices were below this figure with respect to their rating of the difficulty of the course.

TABLE II B. RATINGS OF THE INTELLECTUAL DEMANDS OF THE COURSE BY STUDENTS WITH INDICES ABOVE AND BELOW 3

	Students with indices from 3—3.9 n=19	%	Students with indices from 1.3—2.9 n=36	%
"As demanding as the most demanding courses at Hunter"	0		4	11
"More demanding than most"	12	63	16	44
"As demanding as most"	6	32	14	39
"Less demanding than most"	1	5	2	6

The distribution of course grades for Introduction to Education paralleled the range of previously achieved general indices.

*Two students whose composite scores were below 1510 (1954) were admitted on the basis of work in the school of General Studies.

TABLE III. FINAL GRADES FOR INTRODUCTION TO EDUCATION

FALL SEMESTER 1956-1957

	Section 1 n=32	%	Section 2 n=32	%	Both Sections n=64	%
A	4	13	6	19	10	15.6
B	16	50	12	38	28	43.8
C	8	25	11	34	19	29.7
D	0		3	9	3	4.7
F	0		0		0	
Inc.	2	6	0		2	3.1
Abs.	2	6	0		2	3.1

The distribution of majors of the 64 students enrolled was as follows:

TABLE IV. MAJOR FIELDS OF STUDENTS ENROLLED IN 15.36

Major Department	Number of Students
English, Speech, Humanities	14
Psychology	14
Sociology	9
History, Political Science	9
Home Economics	8
Foreign Languages	3
Music	4
Mathematics	1
None as yet	2
TOTAL	64

A student's major seemed to make no difference in her ratings of the course, or in the kind of comments and recommendations made.

III. SUMMARY AND RECOMMENDATIONS

It is the opinion of the instructors and the evaluator, as it was of the students (98% of whom stated that they would recommend this course to prospective teachers) that this is an excellent initial course in education. It introduces the student to the field so that he understands it, not only in some of its historical, philosophical, and sociological aspects, but also, because of observations in schools and other educative agencies, so that he comes to see himself in the role of the teacher, and to appraise his motivation and his capacities for this calling. It has breadth as well as depth, and is practical as well as theoretical. Although the majority of students found it more intellectually demanding than most of the courses they had taken at college, they did not complain about the work, and stated that they would recommend it to others. The students' evaluations, as well as their other papers, observation reports, and essays on the final examinations, revealed that the course had attained its stated objectives.

Student suggestions for improving the course showed genuine interest in it and mature concern for those who would take it in the future. The most frequently mentioned suggestions were focused on the field trips and the readings. Students' comments on these two aspects of the course may be summarized as follows:

1. Field trips. A large majority of the students would like more field trips. They urged also that field trips be made in groups accompanied by the instructor. (This practice was followed in some, but not in all of the visits made.) Some awkwardness in the mechanics of arranging trips was noted. Some students thought that

more time should have been given to class discussion of observations; a few considered the field observation forms to be too highly structured.

2. Readings. A large number of students thought that the number of readings required was excessive. A few would prefer that the readings be limited to selections from modern writers, but on the whole students seemed to find many of the selections from earlier writers and periods of interest.

A number of the suggestions made by students during the first semester have already been incorporated into the course plan. Although the limitations of a single semester seem to make it impractical to increase the number of field observations, these visits have in the second semester been conducted in groups accompanied by the instructor. Field observations have been more systematically discussed in class. A number of readings have been omitted and those assigned have been more intensively analyzed and discussed.

Comments and ratings from students preparing to teach at the early childhood, elementary, and secondary levels indicate that the course had value for all three groups of prospective teachers. The instructors think that heterogeneous sectioning of students preparing to teach at these various levels has genuine merit. There is some evidence to support the expectation that students preparing for these different levels will have distinctive concepts of children, the function of education, and the role of the teacher. The exchange of views among these students can be mutually enlightening.

Students and instructors alike thought well of the practice of weekly joint sessions addressed on occasion by guest speakers from other departments of the college and from schools and community agencies.

It would seem desirable to retain this aspect of the course. The instructors considered that the course profited from their joint planning and occasional joint conduct of general sessions. They agree also in recommending the continuance of common questions for at least a portion of the final examination.

One very significant aspect of the course is the freedom allowed students and faculty within its framework. Although students in the two sections had common experiences because of joint planning by the instructors, a common text, a combined session each week, prepared forms for observations and evaluations, and a common examination, student comments indicated that each section provided different experiences because of the different backgrounds and interests of the individual instructors. There is considerable leeway within the pattern of the course for variety of method, approach, and opinion.

APPENDIX

COURSE MATERIALS

GENERAL SESSIONS CALENDAR

for Sections A and B, Fall Semester 1956

September 19 - Major Educational Issues in the "news."
Professor Smiley and Dr. Villemain

26 - The Moral Character of Educational Practice
Dr. Villemain

October 3 - Education as a Social Enterprise
Professor Smiley

10 - Education and the Social Sciences
Professor Smiley

17 - Education in Germany and the United States Compared
Professor Herbert Schueler, Director of Teacher Education, Hunter College

24 - Education and the Law: Supreme Court Cases Relating to Education
Professor Ruth G. Weintraub, Director of Graduate Study in the Arts and Sciences, Hunter College

31 - The Aims of Education and Contemporary Philosophies
Dr. Villemain

November 7 - The Purposes of Catholic Parochial Education
Dr. James Donnelly, Dean of the School of Education, Fordham University

14 - Community Agencies for Youth in Harlem
Captain Lawrence Flood and Patrolman Sosis, 28th Precinct, Manhattan; The Reverend Callender, Chairman, The Harlem Youth Council

21 - Our Changing School Population: Current Trends and Issues
Professor Smiley and Dr. Villemain

28 - Pressure Groups and the School
Dr. Archibald Shaw, Superintendent of Schools, Scarsdale, N. Y.

December 5 - The Impact of Professional Organizations for Teachers Upon American Education
Dr. George S. Counts, Professor Emeritus Columbia University, Chairman New York State Liberal Party

December 12 - The Teacher in the Suburban Community
Dr. Edward McLeary, Superintendent of Schools,
East Meadow, Long Island

19 - The Teacher and Educational Research
Professor Smiley

January 2 - The Profession's Role in Teacher Preparation and Certification
Dr. Joseph G. Cohen, Dean of Teacher Education
for the Municipal Colleges of New York City

OBSERVATION FORMS

Field Study - 15.36

Why study in the field? The field trips are planned to give you opportunities to see for yourself a variety of schools, levels of teaching, and out-of-school agencies and organizations in operation. We are sending you to field situations with questions on problems and issues that cannot be fully studied through readings and classroom discussions. On the other hand, one of the desired consequences of careful study in the field is that you will bring back from these visits questions you have not previously considered. These field experiences are intended to help you to think more critically about your own future as a teacher and to enable you to relate course readings and class discussions to actual situations.

Selecting field trips. A larger number of field trips will be planned than are required of any individual. You may make as many of these trips as you wish; five are required, one for each of the five major units of the course.

For the units on The Teacher, The Aims of the School, and Who Goes to School? the observations are made in schools. Observations for Other Educative Agencies and for Who Controls the Schools? will be planned to include visits to meetings of Parent Teachers Associations, of professional teachers' organizations, open meetings of the Board of Education, and to Youth Board Centers, settlement houses, children's libraries and the like.

It is to your advantage to select field study trips so as to confront conditions and problems in a broader field than that in which you plan to teach. In selecting your 3 school visits, for example, be sure to include one observation at a level below or above that at which you plan to teach. If you have never visited a parochial school, you may wish to do so.

Reporting on your observations. You will receive observation report forms for each of the five required observations you are to make. Study the observation guide and questions before you visit. In classrooms and in small group situations it is usually better not to take full notes during your visit. Make brief notes on a 3 x 5 card if you need to aid your memory. Write up your report as soon after the visit as possible, so that it will be an accurate record.

And in conclusion. You will be guests of the schools and agencies you visit. Please be sure to be on time for these visits. Be alert to fit in with their expectations. Visitors can make it difficult for teachers, leaders, or chairmen to conduct groups as usual; try to be

unobtrusive observers. As far as dress is concerned, you will want to look more like one of the teachers than like a "student". Everyone likes to know his hospitality is appreciated. Make a note of the names of the teachers whom you visit or with whom you talk. This will make it possible for us to thank them. You can make the next visitors from Hunter welcome or unwelcome.

Following is the cover sheet for Observations I, II, and III.

Name_____ Date_____

Education Specialization_____ Observation no._____

School visited_____

Address_____

Orientation comments: (name and title of person giving orientation)

Classes visited:(list) (Teacher)

I. Studying the Roles and Activities of the Teacher

Observation Guide

A. The Role of the teacher

Which of the following roles does the teacher whom you observed play?

1. Grandparental - according to Margaret Mead, this teacher acts as the conveyor of tradition. For example, the teacher of the Classics, or one who teaches science or mathematics as if they were classics.

2. Parental - according to Mead, this teacher encourages students to face away from the past and toward the future; to prepare to succeed. He teaches a method of exploring a changing future world.

3. Child nurse or peasant nurse - according to Mead, this teacher according to Mead, this teacher allies herself with the child's world, both physical and imaginative. (These teachers are usually found in nursery or kindergarten.)

4. Technical expert - according to Talcott Parsons, this teacher is competent in his field, rather than being a figure of general prestige and authority.

5. Opinion leader - according to David Riesman, this teacher "spreads messages concerning taste from progressive urban centers." He stresses adjustment to the group, cooperation, initiative, and leadership (these last two in a carefully stylized and limited way).

6. Other roles (specify)

In reporting on your observation, give an instance or instances in which you consider the teacher to have been assuming one or more of the roles above.

B. The functions of the teacher

Which of the following functions did the teacher you observed perform? (Based on Yale-Fairfield Study) Check and give an instance.

1. Organizing

   initiating

   directing

2. informing

   explaining

   showing how

3. helping to establish a psychological climate—wholesomeness in relations—stimulus for activity

4. helping young people clarify thoughts, feelings, aims, purposes, beliefs, interests, attitudes

5. unifying groups—making group life more zestful and productive

6. making diagnoses respecting individuals

7. evaluating individuals and groups and reporting

8. housekeeping in classrooms

9. developing materials (planning, blackboard work, etc.)

C. Did the teacher seem to recognize or deliberately to set a limit on his functions in the sense in which Nathaniel Cantor describes this in our passage from The Teaching-Learning Process?

D. What questions and problems have occurred to you as a result of this observation? Have you achieved any new insights or ideas about the role of the teacher as a result of this observation? What has this observation meant to you in perception of yourself as a teacher?

II. Educational Aims As They Appear in Classroom Practices and Teaching Materials

Observation Guide

Before making your second field trip, review the readings on the aims of education. For this field trip you will be called upon to infer aims from the materials and methods the teacher uses in the class you visit as well as from any explicit statements the teacher, principal, or children make.

A. What were the aims in the class you visited? (list 3)

1.

2.

3.

How did you discover these aims? (Comment on one of these aims on the basis of the suggestions below.)

Were they explicit: actually stated by the teacher, students, in printed materials?

Were they implicit: in the content of the class—teacher's or pupils' presentation, text or other materials,

in the methods employed--motivation, type of questioning, assignments, individual or committee work,

in the class climate--interaction and attitudes between children and teacher and among children; in the methods of control and discipline employed?

B. What seemed to be the source of each of the three aims listed under "A"? (Pupil needs, societal needs, teacher goals, syllabus, others. Explain.)

1.

2.

3.

Were pupils asked to share in determining aims? Yes____ No____
(if "yes" give the instance)

What "authority" or "reason" did the teacher give (or imply" to justify each of the three aims? (law, religion, an ethical standard, science, conformity to group expectation, good citizenship, logic of the subject, pleasing the teacher, parents, "getting ahead," others?)

1.

2.

3.

C. Did the aims of the teacher and the students seem to be in agreement or in conflict? (Give an instance)

D. Did the methods and materials used by the teacher seem suitable to or in conflict with the aims of the lesson? (Give an instance)

III. Who Goes to School?

Observation

I. The School and Its Community

Is this a neighborhood school, that is, do all of the children come from the same neighborhood, or do they come from different parts of the city?

What is the neighborhood in which the school is situated like? Does it seem to be a homogeneous or a heterogeneous neighborhood? Note different types of housing--cold water flats, low-cost housing projects, high income housing, etc. Note evidence of nationality groups in the neighborhood by observing foreign language signs and merchandise in stores, foreign language newspapers on newsstands, e etc.

If possible note cultural, recreational, and welfare facilities near the school. (list)

II. The Students

Try to observe students in informal situations such as in the hallways, lunchroom, playground, and coming to and leaving the school as well as in formal classroom settings.

Try to learn from the principal or teachers if there are special classes or provisions for special groups of students—CRMD, sight-conservation classes, orientation classes for newly-arrived Puerto Rican students, etc. (list)

What percentage of children are in the free-lunch program in the school?

What types of students do you see who probably would not have been in a public school in 1800?

In 1900?

Do the children seem to come from the same or different backgrounds—racially, ethnically, in regard to socio-economic levels, ability levels, etc.?

Describe the groups you observe, indicating the evidence that leads you to make your inferences: e.g. teacher's or principal's statements, dress, manners, appearance, speech, behavior, knowledge of the immediate neighborhood, etc.

III. The teacher

Do teachers and children seem to come from the same or different backgrounds? What makes you think so—speech, manners, appearance, dress, attitudes, interaction, etc.?

IV. Social Patterns

Do you notice any patterns in seating children in class—according to sex, ability, behavior, physical handicaps, etc.?

Does the seating follow school custom? The teacher's preference? The children's preference?

If children are working in committees or groups, how are these set up? According to ability? Interest? Are the homogeneous by sex, by racial or ethnic background? Are the committees or groups set up by the teacher or by children's choices?

In non-classroom situations—lunchroom, playgrounds, etc., does there seem to be any social pattern? (Describe)

V. Conclusions

What conclusions have you drawn from this observation?

What problems or questions arise from this observation which concern you as a future teacher?

IV. Non-School Agencies for Children and Youth

Observation Guide

The purpose of this observation is to acquaint you with some of the agencies, public and private, some of the services and activities that supplement the work of the schools in the total education of young people.

We will try to set up group visits to some of these agencies. You may, however, make individual arrangements for these visits, if you have access to agencies engaged in activities and services of these kinds.

Some of the types of agencies and programs appropriate for this field study are listed below:

Church and synagogue youth groups
Community centers and settlement houses
Girl Scout and Boy Scout activities
All-Day Neighborhood Schools
After School Playgrounds
Custodial centers for children awaiting assignment to foster homes or institutions: e.g. Foundling Home

Name_____ Group Number _____

Agency visited_____ Director_____

Address_____

Activity observed_____ Date_____

Activity leader_____

I. The Agency

1. How is the agency supported?
(Public funds--welfare, Board of Education, etc., or private--philanthropic or client paying, etc.)

2. What are the aims of the agency? (Recreation, custodial care, psychological or physical therapy, etc.)

3. What clientele is served by the agency? (Special age groups, handicapped children, children, boys or girls, denominational or non-denominational groups, etc.? Is this a neighborhood agency?)

4. Do clients come to the agency voluntarily or are they referred? If attendance is voluntary how does the agency inform possible clients of its services? If attendance is by referral, by whom are referrals made? In particular, what relationships does the agency maintain with schools?

II. The Activity or Service

1. Describe briefly what you saw: participants, leadership, aims, etc., apparent effectiveness.

III. School-Agency Relations:

1. Do you think the activity or service you observed would be in any way helpful to the school? (Explain)

2. Do you think a school could or should undertake this activity or service? Why, or why not?

V. Who Controls Education?

Observation Guide

The purpose of this observation is to acquaint you with some of the matters of educational policy that are of concern to lay and professional groups. You will also, through this field study, have an opportunity to identify informal and organized groups engaged in discussions of educational matters.

You may in this instance visit any of the following kinds of meetings:

Local Board of Education
Parent Teachers of Parent Association
Professional Teachers Organizations
Organizations of any kind meeting on educational matters (e.g. Urban League or NAACP meetings on desegregation)

We will try to bring to your attention some suitable meetings. You may, however, locate and attend meetings of your own choice of the kinds indicated above. These visits may be made by individuals, although we urge you to try to attend with a classmate. If you will watch the newspapers you may find notices of meetings of this kind in your own neighborhood.

Name_____ Date_____

Time and Place of the Meeting:

Organization sponsoring the meeting:

Announced subject of the Meeting:

I. The Organization:

1. What are the stated objectives of the organization? (Indicate where you got your information.)

2. Who are the members? How are the members chosen? Voluntary affiliation? Appointed? Actively recruited?

3. How is the organization supported?

II. The Meeting:

1. Who attended this meeting? (Describe the size and character of the attendance. Did the attendance seem representative of the membership or of the public for whom the meeting was held? Explain.)

2. How was the subject of the meeting related to the objectives of the organization? (That is, why do you think this group held a meeting on this subject?)

3. Was the purpose of the meeting to provide information? To discuss an issue or problem? To decide on some action? (Specify and explain.)

4. What were the major points made at the meeting? Could you identify different opinions as coming from different groups attending the meeting?

5. If there were different points of view, were these given an equal hearing? (Explain.)

6. To what extent do you think the meeting achieved its purpose? Was information adequately presented? Was there a full discussion? Was any action taken or planned?

III. Conclusions

1. What have you learned from this meeting?

2. What would have made this a better meeting from your point of view?

3. Were you left with any questions about this organization's or this group's interest in or influence on education?

FINAL EXAMINATION

Directions

The final examination for both sections of 15.36 is composed of two parts:

Part I - Objective Questions (a choice of 40 out of 50) 40 points
Objective questions are based on the readings in all four books and on the general session lectures.

Part II- Essay Questions (2 essay topics chosen from 6) 60 points

Directions for the objective part of the examination will be distributed with the questions on the day of the examination. Directions for Part II follow below.

Directions for Essays

The attached sheet lists six essay topics, divided in two groups (A and B) of three each. Select one topic from each group.

Between now and the examination period you will have an opportunity to think through the topics on which you choose to write. You will undoubtedly want to review your readings (in almost every instance topics draw on materials from all four books of readings) to refresh your mind as to those that are pertinent to the topic. You may wish to discuss your opinions on topics with your classmates. When you report for the examination you should have your ideas well in mind. NEITHER READINGS NOR NOTES OF ANY KIND MAY BE BROUGHT TO THE EXAMINATION.

The two essays will be graded on the basis of your organization of ideas and your use of readings, field observations, lectures, and discussions to document and illustrate your ideas. Essays will not be judged by their agreement or disagreement with the views of the instructors. We are particularly interested in evidences of your own thinking. We will look, therefore, not merely for restatement of positions, problems, or issues presented in readings, discussions, or lectures, but for your own formulation of questions or of points of view.

On the day of the examination you will do Part I, the Objective Questions, first.

When you come to the writing of the essay questions on the day of the examination you will need to give careful attention to your allocation of time. The two essays should be approximately equal in substance and length.

INTRODUCTION TO EDUCATION - FINAL EXAMINATION

Part I - Objective Questions: 40 points

Directions

There are 50 questions on the attached sheets. You will be graded on the 40 questions you choose to answer. You will probably find it most efficient to go straight through all 50 questions, answering all you can answer readily. Then count the number you have answered; if it is fewer than 40, go through the questions again, answering the requisite number; if you have answered more than 40, draw a line through those questions (on the question sheet, not on the answer sheet) which you do not wish counted in your score. If you do not indicate which 40 questions you wish scored, the first 40 you answer will be used for your score. Take each question at its face value; there are no "tricky" phrases.

Questions are to be answered by blacking in with the mark sense pencil the space on the answer sheet corresponding to the number of the alternative on the question sheet which you consider the best answer. If you wish to change an answer, erase your original mark completely before making your correction.

RETURN YOUR QUESTION SHEET AND MARK SENSE PENCIL WITH YOUR SCORE SHEET.

You will receive an examination booklet for your essay questions after you hand in Part I. You should limit yourself to 45 minutes at most for Part I, if you are to do justice to Part II.

1. Commager, discussing education in a democracy, states that our schools should
   a. develop commitments to our present economic system.
   b. work toward the improvement of our society.
   c. train youth in the specific technological skills needed in our society.
   d. develop free enterprise in ideas.

      1. all the above are true
      2. b, c, d are true
      3. a, b, d are true
      4. b and d are true

2. Horace Mann has been called "the father of the American public schools" because of the range and creativity of his activities in education. In which of the activities below was he <u>not</u> involved?

      1. the development of normal schools for teachers
      2. the establishment of a state board of education
      3. legislation against the teaching of religion in the public schools
      4. the development of free public schools on a state-wide basis
      5. advocacy of professional associations for teachers

3. The Supreme Court decisions on released time have held that (a) when the teaching of religion is done in the public school building, the Court is against it; (b) when it is done outside of the school building during time when children are released from school, the Court upholds it.

   This statement is

      1. true
      2. partly true (only a is true)
      3. partly true (only b is true)
      4. false

4. "Solitary study does not exist in the establishment; the children are taught in companies. . . When I perceive one great assembly of a thousand children, under the eye of a single teacher, marching, with unexampled rapidity and with perfect discipline to the goal of knowledge, I confess that I recognize in its creator the benefactor of the human race. . . "

   The system of education described in this passage was originated by

      1. Pestalozzi
      2. Lancaster
      3. Franklin
      4. Dewey

5. The case against released time for religious instruction was argued on the basis of

    1. the First Amendment (freedom of religion).
    2. the Fifth Amendment (double jeopardy).
    3. the Fourteenth Amendment (civil rights).
    4. the Tenth Amendment (states rights).

6. Check the one aspect of school policy that is <u>not</u> regulated by New York State law:

    1. Minimum salaries of teachers.
    2. Qualifications for certification of teachers.
    3. The number of days in the school year.
    4. How schools shall be financed locally.

7. The social scientist views the school as

    a. a social enterprise of which the aims are culturally determined.
    b. one among several of society's educative agencies.
    c. a replica in some measure of the structure of the society.
    d. one agency that is to be found in every culture.

    Of the above statements,

    1. only a is correct.
    2. only a and b are correct.
    3. a, b, and c are correct.
    4. all are correct.

8. Which of the statements below are characteristic of German but <u>not</u> of American education:

    a. Teachers for various levels of the school system are together for at least part of their professional education.
    b. Secondary school teachers are almost exclusively male.
    c. The educational system can be characterized as a "ladder" system.
    d. The term "elementary" is qualitative as well as chronological.
    e. All salaries are set by law and equated with salaries in other types of civil service.

    1. Statements b, d, e only
    2. Statements a, b, c only
    3. Statements a and e only
    4. Statements c and d only

9. The overwhelming proportion of teachers in the grammar school and high school, according to Warner's study, are

    1. upper-lower class.
    2. lower-upper class.
    3. middle class.
    4. fairly evenly distributed among all social classes.

10. Select the best answer:

    The relationship between aims of education and content and method should be

    1. indirect.
    2. interactive.
    3. inconsequential.
    4. chronological.

11. Dr. Archibald Shaw, in his talk on "Who Controls the Schools," stated that pressures on the schools stemmed from

    a. ideological groups.
    b. commercial groups.
    c. special interest groups.
    d. the federal government.

        1. all of the above
        2. a and b only
        3. c and d only
        4. a, b, and c only

12. Dr. Counts, in stating that voluntary groups are a characteristic of American society, quoted one of the following:

    1. Denis Brogan
    2. Jaques Barzun
    3. Alexis de Tocqueville
    4. Thucydides

13. The teacher who views education as a moral enterprise must

    1. be prepared to make value choices.
    2. base his practice on norms of behavior statistically determined.
    3. maintain neutrality with respect to changing society.
    4. avoid molding the minds of students.

14. In the discussion of youth problems in Harlem, the following points were presented:

    a. Unfortunately, the teacher in this type of area has no one to turn to for help.
    b. The are has many recreational facilities.
    c. Many children have no affiliations with churches or other centers.
    d. Despite housing projects of various types, there is no expectancy of any change in economic and social level of the population.
    e. Cooperation between police, school and social agencies has been a force for curbing juvenile delinquency.

    1. all
    2. all but number a
    3. all but numbers a and d
    4. all but number b

15. "To the extent that the people of a community feel that the schools are theirs, will they feel that an attack on the schools by a minority is an attack on them; therefore such an attack is bound to fail."

    This statement was made by

    1. Dr. James Donnelly of Fordham University.
    2. Dr. Archibald Shaw of Scarsdale.
    3. Professor Ruth Weintraub of Hunter College.
    4. None of the above.

16. The code for moral and spiritual values proposed in New York City was reportedly sent back for revision because

    1. it didn't work out well.
    2. most teachers were opposed to the teaching of moral values in schools.
    3. the committee who formulated it had not been democratically chosen.
    4. some religious groups were opposed to the statement.

17. "The Saber-Tooth Curriculum" is the title of

    1. an essay concerning higher standards of achievement in schools.
    2. a curriculum for German universities before 1914.
    3. a satire on conservatism in education.
    4. a proposal for dental health education.

18. Federal funds contribute to the following types of education:

    a. veterans' education.
    b. education of Indians.
    c. agricultural and vocational.
    d. home economics.

        1. all of the above
        2. a and c only
        3. b and d only
        4. b only

19. One of the unusual and significant aspects of the 1952 Supreme Court Decision on segregation was that

        1. two Justices dissented who usually voted with the majority.
        2. the psychological aspects of the effect of segregation were taken into account.
        3. there was reference to earlier cases related to the issue.
        4. they set September 1957 as the final date for general compliance with the law.

20. There have been a number of efforts at deriving educational aims from an analysis of the principle activities of men (functional aims). Which of the individuals or groups below did <u>not</u> base educational aims on such an analysis?

        1. Herbert Spencer, "What Knowledge Is of Most Worth?"
        2. Pope Pius XI, "Christian Education of Youth"
        3. Kearney, N. C., <u>Elementary School Objectives</u>
        4. N. E. A. Educational Policies Commission, <u>The Purposes of Education in American Democracy</u>

21. Education has been said to include "even the indirect effects produced on character and on the human faculties, by things of which the direct purposes are quite different; by laws, by forms, of government. . . " The part played by government and law in education was recognized by

    a. Henry Commager.
    b. John Dewey.
    c. John Stuart Mill.
    d. Aristotle.

        1. a and b
        2. all but c
        3. a and c
        4. all of the above

22. Which of the following did <u>not</u> uphold the rights of the state over those of parents in the education of children?

    1. Karl Marx
    2. Pope Pius XI
    3. Martin Luther
    4. Lycurgus of Sparta

23. Terrien's study of public opinions about teachers found that

    a. the older the respondent the more likely he was to feel that the standards of conduct for teachers should differ from those of other good citizens.
    b. foreign-born respondents were more likely to prefer men to women for teaching positions.
    c. respondents with more education were likely to feel that teachers were underpaid.
    d. socio-economic level and religious affiliations of respondents were not a factor in the opinions about teacher status.

        1. all the above
        2. only d
        3. a and b
        4. all but d

24. Which of these groups of men would you expect to agree in their basic orientation toward the aims of education?

    1. John Dewey, Herbert Spencer, F. J. Sheed
    2. John Colet, Benjamin Franklin, Peter Finley Dunn
    3. John Dewey, Henry Commager, Harold Benjamin
    4. Pestalozzi, John Dewey, Aristotle

25. Which of the provisions below was <u>not</u> required by the "Old Deluder Satan" (1647) law?

    1. All children between the ages of 6 and 10 should be compelled to attend school.
    2. Every township of 50 householders should provide free instruction in reading and writing for those children whose parents desire such instruction for them.
    3. Townships that do not provide such free instruction shall pay the next school for this service.
    4. Townships of 100 householders shall provide free instruction fitting youth for the university.

26. "Education consists in leading man, as a thinking, intelligent being, growing into self-consciousness to a pure and unsullied, conscious and free representation of the inner law of Divine Unity, and in teaching him ways and means thereto." Who could not have said this?

    1. Froebel
    2. Comenius
    3. Dewey
    4. Pope Pius XI

27. Proposals for free education through college were first made in America

    1. about the time of the American Revolution.
    2. in the first quarter of the 19th century.
    3. in the 17th century.
    4. in the 20th century.

28. " . . . Every form of pedagogic naturalism which in any way excludes or weakens supernatural Christian formation in the teaching of youth, is false." This was said by

    1. Horace Mann.
    2. Jean Jacques Rousseau.
    3. Pope Pius XI.
    4. De Witt Clinton.

29. Anyone wishing to argue the importance of the family above the school in molding the basic attitudes of the individual could appropriately cite

    1. Margaret Mead.
    2. Lillian Smith.
    3. Pestalozzi.
    4. all of these.

30. The Fineberg law

    a. directs the New York State Board of Regents to make a list of subversive organizations.
    b. directs the Board of Regents to report annually on measures taken under the law.
    c. disqualifies from employment in the public schools members of subversive groups.
    d. requires teachers to take an oath of loyalty at the beginning of each school year.

        1. all of these
        2. all but d
        3. c and d
        4. b and c

31. With which of these men would John Dewey probably find points of agreement in a discussion of the teaching of religion in the public schools?

    a. Horace Mann
    b. President Ulysses S. Grant
    c. Justice Frankfurter (dissenting in the Zorach case)
    d. Commager

        1. all of these
        2. only a
        3. a and c
        4. all but b

32. The characteristics of a profession, according to Dean Cohen, are that

    a. it calls for an extended period of preparation and practice.
    b. it gives one social status in the community.
    c. it has an element of trusteeship.
    d. those who are engaged in it are committed to continue to be informed of, and to contribute to, its progress.

    According to Dean Cohen,

        1. all of the above are true.
        2. a and b alone are true.
        3. a, b, and d only are true.
        4. a, b, and c only are true.

33. One of the following Supreme Court cases is not described correctly. Give the number of the incorrectly described case.

        1. Plessy vs. Ferguson - communism in the schools
        2. Plessy vs. Ferguson - race discrimination and education
        3. Illinois ex rel McCollum vs. Board of Education - separation of church and state and the schools
        4. Adler vs. the Board of Education of the City of New York - communism in the schools

34. All of the following except one are principles underlying German education. Give the number of the statement which is false.

        1. It is possible to asses educability at age 10.
        2. The school system should produce an elite.
        3. The work of the secondary school teacher requires that he have higher intellectual ability and a better education than the elementary school teacher.
        4. Schools such as they exist in America are based on philosophies that were never propounded by Europeans and are therefore foreign to them.

35. Which of the following statements is false?

    1. Over 80% of children with mental of physical handicaps are in regular classes, not in special school or special classes.
    2. The aims of education are culturally conditioned.
    3. The school cannot be called a social structure.
    4. The problems of society are the problems of the school.

36. All but one of the following groups of individuals include a social scientist, a philosopher, a theologian and a statesman.

    1. Reisman, Dewey, Luther, Franklin
    2. Mead, Aristotle, Comenius, Jefferson
    3. H. Mann, Dewey, Pestalozzi, Franklin
    4. Parsons, Dewey, Luther, Clinton

37. The basic principle justifying <u>compulsory</u> education in a democratic society is

    1. the dignity and worth of the individual.
    2. universal franchise.
    3. technological requirements.
    4. parental neglect.

Matching Questions

Select the alternative on the right that most appropriately relates to the item on the left. The 5 alternatives grouped on the right relate to the 3 or 4 items (as the case may be) on the left.

38. Gesell's studies

39. The Fairfield study

40. The Eight-Year Study

1. Teacher certification
2. Child development norms
3. Elementary teacher activities
4. Liberalization of college preparatory programs
5. Foreign language in the elementary school

41. "Reading and writing they (the Spartans) gave them, just enough to serve their turn; their chief care was to make them good subjects, and to teach them to endure pain and conquer in battle."

42. "Virtue and goodness in the state are not a matter of chance but the result of knowledge and purpose... There are three things which make men good and virtuous; these are nature, habit, rational principle...The first principle of all actions is leisure..."

43. "It is therefore proposed that they learn those things that are likely to be most useful and most ornamental, regard being had to the several professions for which they are intended."

1. Benjamin Franklin
2. Plutarch
3. Aristotle
4. Pestalozzi
5. Luther

44. "Every government degenerates when trusted to the rulers of one people alone. The people themselves therefore are its only safe depositories."

45. "A teacher clothed with authority easily obtains obedience from his pupils."

46. ""The three rewards of a teacher are leisure, the fact that he is using his mind on valuable subjects, and the happiness of making things."

1. Yosipov and Goncharov
2. Thomas Jefferson
3. Pestalozzi
4. Gilbert Highet
5. Froebel

47. "When we turn from the teacher to the school, we again have a series of images. From this series three may be selected as useful, the little red schoolhouse, the academy, and the city school with its narrow cement courtyard in which the children of immigrants mill about..."

48. "Much could be said about the changing configuration of adult authorities, other than the parents, as society moves from dependence on inner-direction to dependence on other-direction."

49. "The teacher must have delegated tasks which define the limits of her operation."

50. "He is schoolmaster because it is his business to point out and render clear to himself and others the inner, spiritual nature of things."

1. Froebel
2. Margaret Mead
3. David Reisman
4. Nathaniel Cantor
5. John Dewey

ESSAY TOPICS

Select one from A and one from B.

Group A

I. What is meant by the statement that "education is a moral undertaking"?

II. Education for all: How far have we come? Have we gone too far? Compare present and earlier conceptions of public responsibility for the education of children and youth in America. Take into consideration views of the educability of various types of children, the justifications advanced in support of their education, and the kind and amount of education made available to or required of them.

III. Show how educational aims have a bearing upon:
1. conceptions of the nature of a "good" teacher.
2. the content of the curriculum.
3. teaching methods.
4. who should be permitted or required to go to school.

Group B

IV. Describe several ways in which elements in the social setting of the school may exert an influence upon such things as education's objectives, the composition of the teaching staff and the subject matters taught, the materials studied in the school.

V. In Brogan's essay on the American public school, he comments that our schools "undertake to do more than they can, and do more than they seem to." Discuss the distinctive or shared responsibilities of the school, the family, and the church for the education of the child.

VI. Because of the expected growth in our school population and the difficulty of securing a sufficient number of teachers, the following suggestions have been made:
A. The employment of teacher aides((with less educational preparation than teachers) to work with teachers in the classroom.
B. The use of television and other mechanical aids so as to teach large groups of children (for example 500 in charge of one master teacher) who would have specially prepared materials.

Select one level of the school system (grades kindergarten through three, 4-6, 7-9, 10-12) and discuss the advantages and disadvantages of both of these suggestions, referring to what you have learned about the role of the teacher.